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# Looking at Youth in the HOME MANAGEMENT PROJECTS

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TO 4-H HOME MANAGEMENT DEVELOPMENT COMMITTEE,
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# Looking at Youth in the 4-H Management Projects*

In developing management projects for youth, we might discuss some of the following:

Our changing times may require more or earlier management training. Discuss some of the trends.

How can we get across that management processes could make life more pleasant? Some have the idea that being efficient takes all the fun out of life.

Does there seem to be a time when youngsters can best be motivated toward management of time, work and money?

If you were developing a 4-H project for the 10-11-12 year olds, how would you appeal to them? What nature would it have to take?

What motivation would there be for the high school young person in time, money, work management?

Management, like many other principles we wish to teach, is a complicated concept. Yet, if we believe that it is important for young people, we need to look at how it can best be taught.

Conditions which might favor interest in management:

1. Parent interest in the child and his growth.

   - Help that allows development of abilities. Too much help leads to overdependency, and too little help leads to inadequacy or exaggerated independence.

   - Guidance which leads to growth in self-direction. Young people need discipline, but it should be directed toward helping the young person grow in inner control and toward control of himself. This is in contrast to, "Do this because I say so," or "Don't ask questions." Children need to know reasons and to see the relation between cause and effect.

   - Practice in decision making.

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* Presented by Viola Hunt Wilkinson to meeting of 4-H Home Management Development Committee, May, 1965.

2. Example of adults working with young people. (This could be either parents or leaders; the two-parent family or the one-parent family.)

   - Young people can see examples in adults.

   - Young people can sense the importance adults place on use of time, money and attitude toward work.

3. Readiness which is related to age and growth.

   - In the study of large numbers of children and young people, there are certain trends and sequences which can be noted in development. However, individual differences must always be taken into account. The traits for a 13-year-old may fit a large number of the youngsters in this age bracket; yet you may know young people this age who are like 11, 12, 13 or 15-year-olds. This does not mean that we must throw out the developmental table; use it where you can, always keeping individuals in mind.

## Time

Children live in the present; some time during the teen years, young people become future-oriented. The chil's concept of time is very limited; he doesn't have much of an idea how long certain activities will take, and he needs much direction. As the young person matures, he should be growing in his ability to manage his time.

### 10 year old

Ten's management of time is greatly improved, which is a relief to everyone, especially his parents.
He still needs much reminding.
He is good at getting places on time, and in coming home late in the afternoon!
Ten is a split-second precisionist -- "on the dot."
Time is something the clock tells -- it is very exact and specific.
Ten is not an accurate judge of the length of the time needed for activities.
Ten uses thought and reasoning.
The attention span is longer than that of younger children, but shorter than for adolescents. Attention span depends upon the youngster's interest in the activity.

### 11 year old

Eleven is quite good about handling time.
They feel the difference between slow, dragging time in the afternoon at school, and the rapid flying of time when they are having fun.
They now understand that no one can stop time and that it doesn't go backwards -- even if you break the clock.

12 year old

Time is not easy for 12's, probably because they have a glimmer of concepts beyond their means of expression.
"Time is what you measure life in."
"Time to be at a certain place." "Time to leave."
"How long things take."
They handle time well -- even though they may have rushed moments.
On the whole, time drags very little because they fill it so full and because they often organize time in blocks which they can handle.

13 year old

Their definition of time tends to be static -- it is a space interval; period from one happening to another.
Thirteen's life is very full -- he doesn't always have time for all he wants to do.
They handle time well, but often arrive at that last-minute rush; there is need to accomplish something in those last five minutes.
Thirteens live in the present and in the near future. (Only the present can be lived.)

14 year old

Thinks; defines in action and movement the length of a period in which events take place.
Control of time differs greatly at 14; there are those who handle time so well they can even plan to arrive early.
More commonly, they arrive in the "nick of time" or are characteristically late.
Constantly rushing.
Part of the trouble is that they have overfilled their time.
Some days -- awful rush; others -- nothing.
Fourteen is oriented to near future and is enjoying the present.
They look forward to big things in the future.

15 year old

Time becomes a method, a measurement.
Some can think of time in an abstract sense; others can't.
Better control than at 14.
Recognizes tendency to be late.
Never has enough time.
Doesn't like idleness so he fills in the space.
He would rather be slightly rushed than sit around doing nothing.

16 year old

He sees relationships.
Lives well and fully in the present -- wonders how future will turn out, but this does not prevent him living richly in the present.
Sixteen is usually on time.
Is aware of other people's sense of time.

Maturity factors play a role in the concept of time.

Young people need to learn:

to accept the absolute limit of time.
to exercise control over the limit of time.

This acceptance is a conscious decision; it reflects values.

Time management can help make better use of the amount of time.

## Money

Young people will probably earn $180,000 to $500,000 in their lifetime. They need to be helped to get ready for this big business.

Using money:

Let them have some money to spend; encourage allowances.

Young people must have experience to develop a philosophy and pattern of spending. They must have money for necessities as well as for extras.

Choice-making is not learned in one effort.

Set some limits at first so that not enough money will be involved to make your children too unhappy when they make some mistakes in judgment.

Don't expect them to appreciate the value of saving for some vague or far-distant goal.

Don't emphasize saving to the point that your child saves when he might better spend.

Let them know that there are some expenditures they should make and that they have obligations to themselves and to others.

Encourage them to share.

### 10 years

Relationships with money are at the beginning stage.
Might find a clear indication of individual money sense.
Some tens save nothing; others save everything.
Enjoyment of the feeling of money on hand is the earmark of the child who shows promise of manipulating money well.

### 11 years

May be "money mad" or care very little.
An allowance is important at 11.
Spending, on the whole, is becoming a thought-out process.

12 years

Not as intense in his money interest as he was at 11.
Becomes clever at saving out of his allowance.
They are generous in lending, but they see that they get it all back.
Quite a few are reckless squanderers. They need help so they aren't setting a pattern.
Most have an allowance, but some may earn.

13 years

Is quite stable.
They must have a somewhat larger allowance; some are earning.
Boys save for a specific purchase; girls are more apt to save for presents.
Even the quieting down, thoughtful, inwardizing process of 13 doesn't resolve the financial difficulties of some.
Their money "just goes"; they always need more.
Others who don't lack funds have difficulty in organizing their budget or their money.
They get muddled up; they leave money all over the house.
Someone needs to sit down with them and organize a budget.

14 years

This may be a time when money is the main topic of conversation.
It produces the most quarrels -- especially with fathers.
They need boundaries and to stick to them.
Fourteen is more of a spendthrift than he has been.
Nearly all have an allowance; one half are supplementing their allowance with earning.
Individual differences are becoming increasingly marked.
Some have bank accounts.

15 years

Is fairly conscientious about money.
Is acquiring values.
Some are still careless, but improvement usually begins if 15 has begun to earn his own money.

16 years

Wide variety of patterns -- allowances 75¢ to $25 a month.
Most are not ready for a full clothes allowance.
Some earn all their money.
More lattitude with money.
Need for more money is ever increasing. (Car for boys)
They are realizing the value of money from a more adult point of view.
Tries not to squander money on expendable items like sodas.
Many do try to budget.
There is more appreciation of value of money.

## Work

### 10 years

Ten is not what you would call a worker -- feels little drive toward it.
Some days he's good about doing a job; some days not.
Parents need to be quite flexible about demands at 10.
Works best along with a congenial adult.

### 11 years

Hates work and resists doing it if he can.
Energies spent in seeing what he can get away with.
Has to -- needs much reminding.
Needs to be motivated.
Needs a little more choice at home.

### 12 years

Now recognizes that he has to work.
"Might as well do it the first time; will have to anyway."
May need reminding, but he's good about helping.
Does best work when his mother is pressed for time or is away -- when he feels he is needed and is making a contribution.
Trying more difficult work.
Likes to earn.

### 13 years

Is setting a pattern that parents can count on.
Can carry through with a certain amount of willingness and proficiency.
He may even offer to help.

### 14 years

Recognizes his own change in attitude toward work.
Those who are less cheerful realize they are not acting their age.
Both boys and girls are extending their activities.
Fourteen does not have the time for very demanding steady work.

### 15 years

Is not the helper that he was at 13 and 14.
Does not have time -- some don't have the inclination.
Likes to get a job away from home.
Tasks become increasingly complex and responsible.

16 years

Is eager and ready for a part-time job.
Sixteen is usually fair about helping at home and may do certain chores automatically.
Girls and mothers may have trouble over household tasks.
Many youth are so busy; parents may accept the fact that they don't have time to help.
Parents would like them to do more.

(Age-group concepts adapted from Gesell, Ilg, and Ames.)